




**TOURISM/VISITOR
INFORMATION CENTRE
SUPERVISOR
TOURISM SERVICES**



Excellence Pays ★ ★ ★
Alberta Tourism Education Council ★ ★



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▼ INTRODUCTION

The largest industry in the world is tourism, employing one in every fourteen people. It is Alberta's third largest industry, generating billions of dollars of revenue every year and creating an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans. The diversity and rapid growth of this industry will have a tremendous impact on the entire economy.

Tourism involves the participation of area residents, businesses, agencies and educational institutions, all of whom play an integral part in providing services and products to visitors to ensure a pleasant and satisfying experience.

The tourism industry is multi-dimensional and encompasses eight sectors:

- | | |
|-------------------------------------|----------------------|
| 1) Accommodation | 5) Food and Beverage |
| 2) Adventure Tourism and Recreation | 6) Tourism Services |
| 3) Attractions | 7) Transportation |
| 4) Events and Conferences | 8) Travel Trade |

The Alberta Tourism Education Council (ATEC) exists to stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism. To achieve this, ATEC works with tourism human resource organizations across Canada on many initiatives. Developing and validation occupational standards is one way of fulfilling our mandate to serve the tourism industry.

If you would like more information on how you can benefit from these standards, please contact:

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▼ STANDARDS OVERVIEW

WHAT ARE STANDARDS?

Standards are statements outlining the knowledge and performance required of an individual to be considered competent in an occupation. The skills, knowledge and attitudes outlined in these standards were defined by members of this occupation in Alberta. By learning and mastering the content of these standards, your knowledge and performance will meet industry expectations.

WHY DEFINE STANDARDS?

Central to the mandate of the Alberta Tourism Education Council is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase understanding of the broad range of skills required of those working within this industry.

HOW ARE STANDARDS DEVELOPED?

These standards were developed by industry professionals in Alberta, Saskatchewan, Ontario and the Maritime provinces. These individuals volunteered their time and expertise to provide a complete description of the skills, attitudes and knowledge required for this occupation. They sat on one of two committees: an initial committee which met to determine the content of the standards, and a larger committee which, after receiving the draft version of the standards, commented on the content by mail. All comments were addressed at a second meeting of the original committee and once the content was agreed upon, this final version was printed.

WHO BENEFITS FROM STANDARDS?

Eventually, all will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will be able to increase their skills and knowledge and be recognized for their abilities. This will benefit local and visiting consumers and increase satisfaction within the hospitality and tourism industries.

Specific groups who can benefit from standards are:

Industry Professionals

- standards help identify career paths
- standards enhance public and professional image
- standards provide a basis for challenge, self-improvement and advancement
- standards provide the basis for certification, based upon competent performance

Employers and Owners

- standards define areas where employees must be proficient, which assists in recruiting, training and development of staff
- standards will provide employers and owners with a highly trained work-force, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line

Educators

- standards provide the basis for curriculum and program development
- standards identify areas where educational expertise is needed and applicable

Students

- standards form the basis of curriculum in tourism programs and facilitate training to accepted industry levels
- standards help to promote the tourism industry as a viable and fulfilling career choice
- standards clarify career options within the tourism industry

HOW ARE STANDARDS READ?

Below is a description of the parts of the standards:

- 1 **Major Category** - identifies a general type of activity within the occupation.
 - 2 **Skill** - identifies a general skill area within the major category.
 - 3 **Sub-skill** - identifies a specific activity within the general skill.
 - 4 **Details of a Standard** - outline how the subskill can be achieved.
- The details of the standard are divided into one or two parts:
- 5 **Knowledge (K)** which indicates the details of the standard which must be known to meet the sub-skill.
 - 6 **Performance (P)** which indicates that the details of a standard must be performed.

HOW ARE STANDARDS USED?

Firstly, read each standard and determine:

- how it compares with your knowledge or the way you currently perform a skill
- areas where you need improvement.

Then, use a highlighter pen and mark the skills you want to learn and practice.

Next, study the knowledge skills (K) and practice the performance skills (P) in the standards:

- ask your supervisor for assistance, if possible
- arrange study groups with peers
- obtain other material to support the standards, e.g. books, video

Finally, check off the skills as you master them.

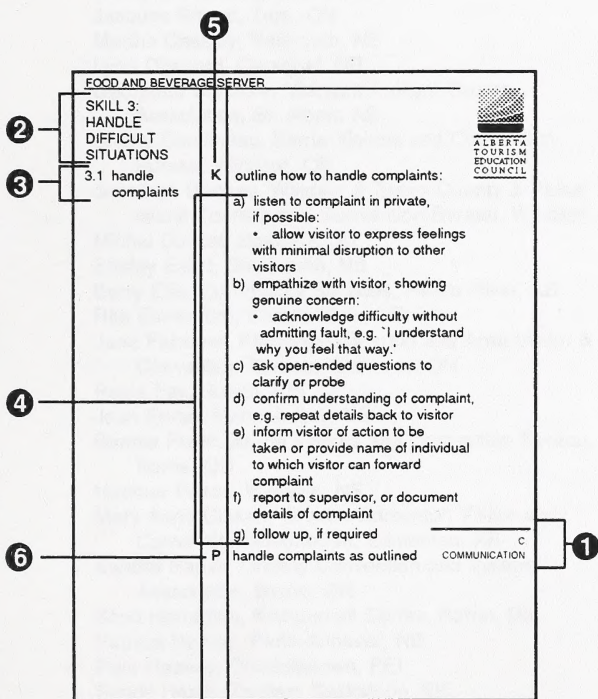
HOW DO STANDARDS RELATE TO CERTIFICATION?

If industry representatives want a system of professional recognition for their occupation, a certification process is developed with their input. The standards are used as the basis for the development of the certification tools. The certification process is made up of three steps. Successful completion of a written examination and of a performance review allows the candidate to proceed to the final step, a performance evaluation conducted by a trained industry evaluator. Upon successful completion of the three steps, the industry professional receives a certificate and a pin in recognition of this achievement.

HOW DOES HOUSE POLICY RELATE TO STANDARDS?

The Alberta Tourism Education Council recognizes that an establishment may have internal policies that affect the way in which a skill is performed. The standards provide a general base of information upon which your house policies may be built. The knowledge portion of the standards should still be learned, as it is the typical generic policy with which the professional should be familiar in order to challenge the written examination. By learning or demonstrating an accepted generic standard, the certified professional gains the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

House policy does not replace the generic standard; rather, it allows the evaluator to determine if performance is to the standard or follows a particular house policy. The evaluator will not fail candidates for following policies of their establishments.



For example, in the above diagram, the sub-skill statement, *handle complaints*, is followed by a Knowledge statement (identified by the K) that reads *outline how to handle complaints*. This means that you must KNOW the content which follows in order to meet the sub-skill. At the end of the standard, the Performance statement (identified by the P), *handle complaints as outlined*, indicates the content of this standard must be PERFORMED.

▼ DEFINITION

For the purpose of this document, a tourism/visitor information centre supervisor is defined as the person who oversees the day-to-day operation of tourism/visitor information centres. In some cases, the supervisor's responsibilities are limited to direct supervision of front line staff and in other cases, extend to include several management duties. To accommodate the range of responsibility, the skills that the committee found management-oriented have been included as standards requiring only knowledge and no performance.

In order to be an effective Tourism/Visitor Information Centre Supervisor, you should also have the knowledge and skills of a Tourism/Visitor Information Counsellor.

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▼ TABLE OF CONTENTS

INTRODUCTION

STANDARDS OVERVIEW

DEFINITION

ACKNOWLEDGEMENTS

A. PROFESSIONALISM

- | | |
|---|---|
| 1. Be Professional | 3 |
| 1.1 exhibit attributes of professionalism | |
| 2. Upgrade Knowledge and Skills | 5 |
| 2.1 describe importance of upgrading knowledge and skills | |
| 2.2 upgrade knowledge and skills | |

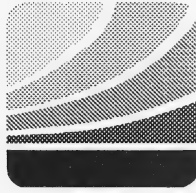
B. MANAGEMENT SKILLS

- | | |
|---|----|
| 1. Plan Activities | 6 |
| 1.1 identify benefits of strategic planning | |
| 1.2 define components of strategic planning | |
| 1.3 develop action plans | |
| 1.4 implement action plans | |
| 2. Use Time Management Techniques | 8 |
| 2.1 use time management techniques | |
| 3. Solve Problems | 9 |
| 3.1 solve problems | |
| 4. Deliver Presentations | 10 |
| 4.1 deliver presentations | |

C. STAFF SUPERVISION

- | | |
|--|----|
| 1. Assist With Hiring Staff | 11 |
| 1.1 outline how to develop human resource plan | |
| 1.2 outline how to develop job descriptions | |
| 1.3 outline how to recruit staff | |
| 1.4 assist with interviews | |
| 1.5 assist with selection of final candidate | |
| 1.6 outline how to make job offer | |
| 2. Train Staff | 16 |
| 2.1 identify benefits of training | |
| 2.2 provide orientation to new staff | |
| 2.3 plan staff training | |
| 2.4 conduct training program | |
| 3. Direct Staff | 19 |
| 3.1 delegate tasks | |
| 3.2 schedule staff | |
| 3.3 enforce policies | |

3.4	resolve staff problems	
3.5	motivate staff	
3.6	encourage staff development	
3.7	describe importance of teamwork	
3.8	encourage effective teamwork	
4.	Appraise Staff	25
4.1	monitor staff performance	
4.2	provide informal feedback	
4.3	identify reasons for conducting performance reviews	
4.4	conduct performance reviews	
4.5	use reward system	
5.	Handle Staff Dismissals and Resignations	29
5.1	outline how to lay off staff	
5.2	outline how to terminate staff	
5.3	outline how to process resignations	
 D. OPERATIONS MANAGEMENT		
1.	Maintain Quality of Service	31
1.1	oversee information services	
1.2	respond to feedback about staff and facility	
1.3	respond to feedback about industry partners	
2.	Carry Out Administrative Duties	33
2.1	comply with legislation	
2.2	follow policy and procedures	
2.3	assist with policy development	
2.4	ensure day-to-day operation of facility	
2.5	maintain security	
2.6	maintain records	
2.7	process visitor statistics	
2.8	communicate with sponsoring organization	
2.9	control inventory	
2.10	oversee cash out	
2.11	handle employee's pay cheques/stubs	
GLOSSARY		41



ALBERTA
TOURISM
EDUCATION
COUNCIL

TOURISM/VISITOR INFORMATION CENTRE SUPERVISOR STANDARDS

SKILL 1:
BE
PROFESSIONAL

1.1 exhibit attributes of professionalism

K describe attributes of professionalism:

a) be:

- accountable, e.g. take responsibility for your decisions and actions
- adaptable, e.g. accept change, be innovative
- assertive, e.g. be outgoing, express beliefs with discretion
- attentive, e.g. empathize with others, show courtesy
- competent, e.g. get job done
- creative, e.g. maximize resources, use original approach
- dedicated, e.g. take personal interest in job, be determined to do job well
- enthusiastic, e.g. put forth ideas, take initiative, focus energy to achieve goals
- honest, e.g. provide accurate feedback to staff, keep accurate financial records
- knowledgeable about tourism industry and products, e.g. be aware of concerns and issues
- loyal, e.g. be positive about place of work and sponsoring organization, stand by decisions and actions of staff and sponsoring organization
- open-minded, e.g. learn from past experiences, accept differences in individuals, accept alternate points of view
- organized, e.g. use action plans, set and follow time lines, keep records up to date
- patient, e.g. be calm when handling complaints and training new staff

A.
PROFESSIONALISM

SKILL 1: BE PROFESSIONAL

1.1 cont'd

A. PROFESSIONALISM

- punctual, e.g. meet deadlines, be on time for appointments
 - respectful, e.g. treat others with dignity
 - responsible, e.g. complete designated tasks within time lines
 - self-confident, e.g. be decisive and follow through, accept compliments and criticisms
 - service-oriented, e.g. feel rewarded by providing assistance to others, go beyond what is required
 - supportive, e.g. encourage staff, provide constructive feedback
 - trustworthy, e.g. ensure confidentiality
- b) take pride in:
- personal appearance, e.g. set positive example for staff, reflect image of community and product
 - work, e.g. take time to do job correctly, produce high quality work
 - representing tourism industry, e.g. promote industry

P exhibit attributes of professionalism as outlined

**SKILL 2:
UPGRADE
KNOWLEDGE
AND SKILLS**

2.1 describe importance of upgrading knowledge and skills

- K** describe importance of upgrading knowledge and skills:
- to:
- a) be a role model and motivator for staff
 - b) better meet sponsoring organization's objectives
 - c) better serve visitors, industry partners and staff
 - d) keep up to date with industry trends and changing technology which could affect operation
 - e) maintain standards of operation
 - f) provide self-motivation to advance in organization and industry

2.2 upgrade knowledge and skills

- K** outline how to upgrade knowledge and skills:
- a) attend courses and workshops, e.g. courses at educational institutions, sessions on service excellence offered by sponsoring organization
 - b) be familiar with promotions that affect facility, e.g. provincial tourism advertisements, discount coupons
 - c) network, e.g. join industry-related organizations, participate in job exchanges
 - d) participate in functions, e.g. familiarization trips, special events, conferences and trade shows
 - e) read publications, e.g. national and international travel guides, directories, brochures, newsletters
 - f) review audio-visual materials, e.g. tourism films, training packages with audio-cassettes and workbooks

P upgrade knowledge and skills as outlined

**A.
PROFESSIONALISM**

SKILL 1: PLAN ACTIVITIES

1.1 identify benefits of strategic planning

K identify benefits of strategic planning:
provides:
a) guidelines to work within
b) common focus and direction
c) motivation
d) evaluation of how well sponsoring organization is achieving goals

1.2 define components of strategic planning

K define components of strategic planning:
a) mission statement - purpose and philosophy of organization
b) goals - broad statements of results required in order to fulfil mission
c) objectives - specific, measurable statements of how goals will be achieved
d) strategy - method used to achieve goals and objectives
e) action plan - specific steps, resources and time lines needed to implement strategy
f) contingency plan - alternative plan to achieve goals and objectives
g) evaluation - method of determining extent to which goals and objectives have been achieved
h) follow up - adjustment of goals, objectives, strategy and action plan based on evaluation results

B. MANAGEMENT SKILLS

SKILL 1: PLAN ACTIVITIES

1.3 develop action plans	K	<p>describe how to develop action plans:</p> <ul style="list-style-type: none"> a) list objectives to be completed b) determine order in which objectives should be completed c) determine tasks which need to be completed in order to achieve each objective d) estimate resources required: <ul style="list-style-type: none"> • consult with others, e.g. staff, other departments • determine how much time, money and staff are required to complete tasks e) allocate resources to complete tasks f) determine time lines and set deadlines g) establish system of evaluation: <ul style="list-style-type: none"> • decide what information is needed to determine success • choose method to obtain required information, e.g. questionnaire, interviews, visitor count, revenues <p>P develop actions plans as outlined</p>
1.4 implement action plans	K	<p>describe how to implement action plans:</p> <ul style="list-style-type: none"> a) delegate tasks b) follow up to ensure that tasks are completed in order of priority and within deadlines c) review action plan regularly and adjust as required d) communicate results, e.g. pass on information at staff meeting, write report and distribute to sponsoring organization e) evaluate action plan f) make recommendations for future <p>P implement action plans as outlined</p>

B.
MANAGEMENT
SKILLS

SKILL 2: USE TIME MANAGEMENT TECHNIQUES

2.1 use time management techniques

K describe time management techniques:

- a) develop and implement action plans
- b) use planning tools, e.g. wall calendar, time planner:
 - record and confirm appointments, meetings and critical dates
 - update regularly, e.g. every morning schedule tasks to be completed
- c) use most efficient type of communication, for example:
 - phone rather than meeting face-to-face
 - send facsimile if person is difficult to contact by telephone
- d) maintain organized:
 - filing system
 - information resources, e.g. telephone lists
 - in/out system
- e) control paperflow by acting on papers when you first read them
- f) control interruptions, for example:
 - set aside time when others are asked not to disturb you
 - if someone drops in when you're busy, schedule time to meet later
 - turn desk to avoid eye contact with people passing office
- g) delegate tasks whenever possible

P use time management techniques as outlined

B.
MANAGEMENT
SKILLS

SKILL 3: SOLVE PROBLEMS

3.1 solve problems

K describe how to solve problems:

- a) identify problem and source
- b) generate alternatives
- c) assess alternatives considering pertinent factors, for example:
 - policy
 - consequences
 - budget
 - speed of action required
- d) select best solution
- e) implement solution
- f) evaluate solution and adjust, if required
- g) document details as required, e.g. for building maintenance, for budget

P solve problems as outlined

B.
MANAGEMENT
SKILLS

SKILL 4:
DELIVER
PRESENTATIONS

4.1 deliver presentations

K

describe how to deliver presentations:

- a) research audience when possible, e.g. gather background information on needs and wants
- b) research topic:
 - know subject thoroughly in order to increase chances of successful presentation
 - ensure facts are accurate
 - prepare answers to anticipated questions
- c) organize material:
 - use outline to record ideas in logical order
- d) choose appropriate presentation type and audio-visual aids
- e) practise presentation to:
 - become comfortable with material
 - ensure appropriate length
- f) use effective communication skills:
 - ensure that entire audience can hear and see presentation
 - speak simply and precisely
 - use non-verbal communication skills which reinforce spoken message, e.g. eye contact, facial expressions
 - use examples, e.g. real-life experiences to clarify and add interest
 - vary tone and loudness of voice to maintain listeners' interest
 - respond to cues from audience throughout presentation, e.g. alter presentation to raise level of interest
- g) ask for feedback:
 - allow time during or at end of presentation for questions

P

deliver presentations as outlined

B.
MANAGEMENT
SKILLS

SKILL 1: ASSIST WITH HIRING STAFF

1.1 outline how to
develop human
resource plan

- K** outline how to develop human resource plan:
- a) determine human resource needs:
 - consider:
 - sponsoring organization's goals and objectives
 - areas of responsibility, e.g. service, sales
 - budget
 - funding available, e.g. government programs
 - staff turnover rate
 - seasonality of business
 - employment equity program
 - b) develop job descriptions
 - c) establish staff policies, e.g. conduct, appearance
 - d) identify how to meet human resource needs, e.g. promote or develop existing staff, hire new staff

1.2 outline how to
develop job
descriptions

- K** outline how to develop job descriptions:
- a) evaluate existing job descriptions by reviewing:
 - general duties
 - specific tasks
 - qualifications required, e.g. technical skills, interpersonal skills
 - hours of work, e.g. shifts
 - b) seek input from others about job descriptions, e.g. compile comments from exit interviews and performance evaluations
 - c) update job descriptions as necessary

**C.
STAFF
SUPERVISION**

SKILL 1: ASSIST WITH HIRING STAFF

1.3 outline how to recruit staff

- K** outline how to recruit staff:
- a) select method to recruit staff, for example:
 - seek referrals from staff, industry partners and educators
 - participate in co-operative education programs
 - review applications on file
 - place advertisements in newspapers and employment centres
 - hire employment agency
 - b) review qualifications of applicants, including:
 - date available to start work
 - education and training
 - interests
 - personal information, e.g. eligibility for bonding, ability to meet grant
 - reasons for applying
 - references
 - salary requirements
 - special skills, e.g. fluency in foreign languages
 - work experience
 - c) compare qualifications to job description
 - d) select applicants that meet requirements

1.4 assist with interviews

- K** outline how to assist with interviews:
- a) prepare for interview:
 - establish evaluation criteria, considering desired knowledge, skills and attitude
 - prepare interview format and questions

C.
STAFF
SUPERVISION

SKILL 1:
ASSIST WITH
HIRING STAFF

1.4 cont'd

- select private, comfortable location for interview
- schedule applicants
- assemble necessary documents and information, e.g. job description, interview form, benefit package details
- b) conduct interview:
 - greet applicant and put him/her at ease
 - review job description to ensure that applicant understands requirements of position
 - provide overview of sponsoring organization, e.g. mission statement, history
 - gain insight into applicant's personality and skills, for example:
 - review information on application form, résumé and reference list
 - ask open-ended questions
 - ask about strengths, limitations and goals
 - test skills, if applicable
 - invite applicant to ask questions
 - ask about expected salary
 - explain selection process, e.g. date of notification
 - thank applicant
- c) record comments and rating on interview form

P assist with interviews as outlined

C.
STAFF
SUPERVISION

SKILL 1: ASSIST WITH HIRING STAFF

1.5 assist with selection of
final candidate

K outline how to assist with selection of
final candidate:

- a) select most suitable candidates by
referring to comments and ratings
from interview forms
- b) rank candidates
- c) contact references of suitable
candidates to gain further
information:
 - ask about past performance
 - confirm dates of employment
 - ask why candidate left job
 - ask if candidate would be
rehired
- d) document information supplied by
references
- e) select most suitable candidate and
alternates

P assist with selection of final candidate
as outlined

1.6 outline how to make job
offer

K outline how to make job offer:

- a) contact most suitable candidate:
 - outline terms and conditions of
employment, for example:
 - benefit package
 - commencement date
 - performance expectations
 - probationary period
 - salary
 - training program
 - work schedule
 - offer position
- b) if candidate declines:
 - determine reason
 - revise offer, if applicable
 - contact alternate candidate

C.
STAFF
SUPERVISION

SKILL 1:
ASSIST WITH
HIRING STAFF

1.6 cont'd

- c) if candidate accepts:
 - provide letter of confirmation including terms and conditions, for example:
 - commencement date
 - salary
 - benefit package
 - orientation and training schedule
 - performance review process
 - request signature on copy of letter of confirmation, indicating candidate's acceptance of terms and conditions
- d) notify unsuccessful candidates by letter or telephone as soon as possible:
 - express thanks for application

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SKILL 2: TRAIN STAFF

2.1 identify benefits of training

- K** identify benefits of training:
- a) enhances visitors' experience
 - b) improves:
 - productivity
 - organization's image
 - staff morale and teamwork
 - quality of performance
 - likelihood of promotion
 - competitive edge
 - sales
 - c) promotes consistent, quality service
 - d) reduces:
 - turnover
 - errors
 - accidents
 - service-related complaints

2.2 provide orientation to new staff

- K** describe how to provide orientation to new staff:
- a) provide information about sponsoring organization and facility operation, for example:
 - history
 - mission statement
 - organizational structure
 - policies and procedures
 - b) provide information about job, for example:
 - performance expectations
 - job description
 - benefit package
 - c) encourage questions
 - d) tour facility:
 - introduce to other staff
 - e) take familiarization tour of local area
 - f) finalize employment documentation

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SKILL 2:
TRAIN
STAFF

2.2 cont'd

- g) seek feedback about orientation session:
- check for understanding of facility operation and job responsibilities

P provide orientation to new staff as outlined

2.3 plan staff training

- K** outline how to plan staff training:
- determine training needs of staff:
 - review feedback about facility operation
 - review job descriptions
 - determine to what extent staff meet required level of knowledge and skills
 - rank training needs
 - identify training objectives:
 - state objectives in measurable terms
 - tailor training objectives to individual requirements
 - determine resources available
 - select methods of delivery, for example:
 - general or individual meetings
 - on-the-job demonstrations
 - practice sessions
 - training seminars
 - finalize details of training sessions, for example:
 - date, time and location
 - instructors
 - participants
 - session content
 - training tools, e.g. educational videos, operations manual

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SKILL 2: TRAIN STAFF

2.3 cont'd

- g) inform staff of details of training program
- h) develop checklist to track staff training

P plan staff training as outlined

2.4 conduct training program

K outline how to conduct training program:

- a) review training objectives with participants
- b) provide instruction and/or demonstration:
 - tailor training sessions to individual requirements
- c) provide opportunities for practice:
 - give participants constructive feedback
- d) evaluate participants:
 - test knowledge and skills acquired or improved, e.g. give written or practical exam, conduct performance review
- e) evaluate training program:
 - seek feedback from participants
- f) follow up, for example:
 - record observations
 - respond to feedback
 - revise training program as necessary
 - document training received in employee files

P conduct training program as outlined

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SKILL 3: DIRECT STAFF

3.1 delegate tasks

- K** outline how to delegate tasks:
- a) identify tasks that need to be completed
 - b) assign tasks to staff, considering:
 - equal distribution of workload and opportunities
 - staff member's:
 - availability
 - career goals
 - experience
 - skills and abilities
 - strengths and limitations
 - readiness and willingness to learn
 - likes and dislikes
 - work habits
 - interests
 - c) seek staff member's agreement and commitment
 - d) provide instructions, e.g. describe desired results, post checklists of daily duties
 - e) ensure understanding and agreement, for example:
 - allow for questions
 - f) follow up while staff member is completing task, e.g. provide feedback

- P** delegate tasks as outlined

3.2 schedule staff

- K** describe how to schedule staff:
- a) consider:
 - staffing requirements based on:
 - hours of operation
 - peak times
 - special events

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SKILL 3: DIRECT STAFF

3.2 cont'd

- seasonality
- past statistics
- security concerns
- staff availability
- legislation
- funding requirements of employment programs, e.g. government grants
- staff characteristics, e.g. experience
- fair distribution of shifts
- b) write schedule
- c) post schedule
- d) adjust schedule as required
- e) ensure staff members are aware of schedule changes

P schedule staff as outlined

3.3 enforce policies

K describe how to enforce policies:

- a) inform staff of policies during orientation:
 - provide written copy, e.g. employee manual, to each staff member
- b) monitor staff performance and behaviour
- c) if staff do not comply with policies:
 - remind them of relevant policies
 - take disciplinary action, as necessary:
 - make recommendations to sponsoring organization
 - record incidents
 - follow up to ensure staff comply with policies

P enforce policies as outlined

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SKILL 3:
DIRECT
STAFF

3.4 resolve staff
problems

K

describe how to resolve staff problems:

- a) identify problem:
 - locate source of problem
 - determine impact on others
- b) deal with problem as soon as possible
- c) focus on issues not personalities
- d) discuss problem with appropriate staff:
 - protect self and sponsoring organization from liability, e.g. select visible location away from other staff, have another person present
 - keep an open mind
 - use positive reinforcement
 - state relevant legislation, policies, procedures and expectations
 - provide constructive suggestions as to how problem could be resolved
 - reach agreement on course of action
- e) specify time frame for resolution of problem
- f) identify consequences of non-compliance, for example:
 - written warning
 - suspension
 - termination
- g) document problem and steps taken:
 - communicate to sponsoring organization
- h) follow up, e.g. check for compliance

P

resolve staff problems as outlined

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SKILL 3: DIRECT STAFF

3.5 motivate staff

- K** describe how to motivate staff:
- a) be a positive role model
 - b) specify expectations clearly
 - c) use techniques to encourage effective teamwork
 - d) train staff
 - e) use tact and consideration when correcting staff
 - f) use positive reinforcement to maximize performance, e.g. incentive programs, awards, praise
 - g) encourage staff development
 - h) provide comfortable working environment
 - i) provide opportunities for staff to observe other staff, e.g. mentor system:
 - allow opportunities for feedback
 - j) evaluate performance regularly:
 - provide constructive feedback
 - k) respond to staff members as individuals
 - l) provide breaks from daily routine, e.g. theme-day dressing, participate in local events

P motivate staff as outlined

3.6 encourage staff development

- K** outline how to encourage staff development:
- a) provide additional responsibilities according to staff member's interests, skills and abilities
 - b) seek information about professional development opportunities for staff
 - c) inform staff of professional development opportunities, e.g. circulate conference brochures

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SKILL 3:
DIRECT
STAFF

3.6 cont'd

- d) encourage staff to participate in additional training by, for example:
- explaining benefits
 - funding courses
 - arranging time off
 - recognizing participation in training

P encourage staff development as outlined

3.7 describe importance of teamwork

K describe importance of teamwork:

- a) most successful facilities require combined effort of staff, sponsoring organization, community, government and industry partners
- b) regardless of particular role or title, all team members contribute to success
- c) every team member is involved in delivery of visitor satisfaction
- d) teamwork:
 - produces consistent product and service, which creates credibility
 - enhances morale and productivity
 - contributes to a positive work environment

3.8 encourage effective teamwork

K describe how to encourage effective teamwork:

- a) hold regular staff meetings to:
 - make announcements
 - review sponsoring organization's goals, policies and procedures
 - discuss problem-solving and decision-making processes

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SKILL 3: DIRECT STAFF

3.8 cont'd

- b) circulate written information, e.g. newsletters, information sheets, memoranda
- c) post messages, e.g. on bulletin board, in log book
- d) hold one-on-one meetings that are:
 - informal
 - scheduled regularly
- e) seek feedback:
 - maintain open door policy
 - be receptive to staff input
 - encourage questions or comments:
 - place suggestion box in staff area
- f) encourage staff to share knowledge and ideas, for example:
 - discuss job experiences with each other
 - hold small group discussions to solicit ideas:
 - inform staff of action taken on suggestions
- g) establish working relationships with staff

C. STAFF SUPERVISION

- P** encourage effective teamwork as outlined

SKILL 4:
APPRAISE
STAFF

4.1 monitor staff
performance

K describe how to monitor staff performance:

- a) observe staff on-the-job
- b) record observations on staff strengths and limitations on ongoing basis:
 - performance of duties
 - completion of daily duties
 - completion of extra responsibilities
 - attitude towards job
 - appearance
 - interpersonal skills
 - adherence to policies and procedures
- c) record compliments and complaints about staff from visitors, industry partners and other staff

P monitor staff performance as outlined

4.2 provide informal
feedback

K describe how to provide informal feedback:

- a) give feedback as soon as possible:
 - be tactful and considerate
- b) base feedback on observed behaviour
- c) praise desired behaviour
- d) give constructive feedback in response to undesirable behaviour:
 - explain why behaviour is undesirable
 - specify desired behaviour
 - discuss how staff member can achieve desired behaviour

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SKILL 4: APPRAISE STAFF

4.2 cont'd

- e) ensure staff member understands feedback:
 - ask for response and questions
 - observe behaviour
- f) follow up by observing staff member on-the-job

P provide informal feedback as outlined

4.3 identify reasons for conducting performance reviews

K identify reasons for conducting performance reviews:

- a) provides documentation for personnel records which can be used for salary reviews and employment recommendations
- b) provides opportunity for two-way communication about performance and goals
- c) motivates staff

4.4 conduct performance reviews

K describe how to conduct performance reviews:

- a) ask staff member to prepare self-appraisal:
 - provide guidelines for content, e.g. record of achievements and challenges throughout season
- b) document personnel appraisal
- c) schedule private, uninterrupted meeting
- d) assemble supporting documents
- e) conduct meeting:
 - put staff member at ease, e.g. offer coffee, select informal setting
 - explain process

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SKILL 4:
APPRAISE
STAFF

4.4 cont'd

- invite input by asking for evaluation of:
 - supervision received
 - personal performance
 - review job description
 - review performance:
 - compare actual performance to previously established expectations
 - recognize efforts
 - identify strengths and limitations
 - review professional development undertaken
 - develop action plan with staff member to enhance performance
 - summarize meeting
 - allow opportunity for further discussion and questions
 - end meeting by thanking staff member
- f) document appraisal and action plan as agreed upon
- g) sign appraisal, and request staff member sign to signify agreement
- h) provide copy to staff member and sponsoring organization
- i) outline appeal procedure, if necessary

P conduct performance reviews as outlined

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SKILL 4: APPRAISE STAFF

4.5 use reward system

- K** describe how to use reward system:
- a) determine type of rewards to use, for example:
 - verbal praise
 - social events, e.g. staff barbecue
 - certificates of appreciation
 - letters from dignitaries
 - gifts
 - cash bonuses
 - promotions
 - b) determine source of rewards, for example:
 - self
 - sponsoring organization
 - industry partners
 - c) set criteria for rewards, for example:
 - performance:
 - effort
 - quality of work
 - achievements
 - attitude
 - length of service
 - d) select recipient based on criteria
 - e) give rewards publicly, for example:
 - announcement at staff meeting
 - presentation at awards dinner
 - f) announce reasons for reward and congratulate recipient
 - g) inform sponsoring organization about recipient and reasons for reward

P use reward system as outlined

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SKILL 5: HANDLE STAFF DISMISSALS AND RESIGNATIONS

5.1 outline how to lay off staff

K

outline how to lay off staff:

- a) comply with legislation
- b) advise staff member of lay-off:
 - provide reason
- c) offer assistance, e.g. provide letter of reference, suggest other employment
- d) conduct exit interview:
 - ask for feedback about operation and management
- e) follow up, for example:
 - provide separation documents
 - ensure sponsoring organization's property is returned
 - notify others who may be affected
 - finalize payroll
 - file résumé for future employment
 - complete personnel file

5.2 outline how to terminate staff

K

outline how to terminate staff:

- a) comply with legislation
- b) advise staff member of termination, providing:
 - reason
 - copies of documentation, e.g. written warnings, company policy, performance reviews
 - details of compensation, if applicable, e.g. holiday pay
- c) process termination immediately
- d) ensure staff member returns sponsoring organization's property, e.g. keys, uniform
- e) finalize payroll

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SKILL 5: HANDLE STAFF DISMISSALS AND RESIGNATIONS

5.2 cont'd

- f) follow up, for example:
- provide separation documents
 - complete personnel file and keep for future reference
 - notify others who may be affected by termination

5.3 outline how to process resignations

K outline how to process resignations:

- a) comply with legislation
- b) conduct exit interview:
- determine reason for resignation
 - ask for feedback about operation and management
- c) follow up, for example:
- ensure sponsoring organization's property is returned
 - finalize payroll
 - complete personnel file
 - notify others who may be affected by resignation

SKILL 1: MAINTAIN QUALITY OF SERVICE

1.1 oversee information services

- K** outline how to oversee information services:
- a) follow sponsoring organization's guidelines for literature acceptance and display
 - b) ensure information resources are kept current, for example:
 - contact/membership lists
 - calendar of local, regional and provincial events
 - c) oversee requests:
 - evaluate requests, for example:
 - bulk literature and promotional items
 - requests for presentations
 - attendance at trade shows
 - comply when possible
 - d) monitor service provided:
 - observe staff providing information to visitors
 - seek feedback about staff and facility from visitors and industry partners, e.g. provide feedback forms, questionnaires, guest book

P oversee information services as outlined

1.2 respond to feedback about staff and facility

- K** outline how to respond to feedback about staff and facility:
- a) deliver compliments and complaints verbally or in written form, as soon as possible, to:
 - staff
 - sponsoring organization
 - industry partners

D.
OPERATIONS
MANAGEMENT

SKILL 1: MAINTAIN QUALITY OF SERVICE

1.2 cont'd

b) ensure appropriate action is taken,
e.g. send letter to involved parties
and file copy

P respond to feedback about staff and
facility as outlined

1.3 respond to feedback
about industry partners

K describe how to respond to feedback
about industry partners:

- a) ensure staff follow procedures to
handle feedback, i.e. complaints and
compliments
- b) document and forward feedback to
appropriate party

P respond to feedback about industry
partners as outlined

D.
OPERATIONS
MANAGEMENT

**SKILL 2:
CARRY OUT
ADMINISTRATIVE
DUTIES**

2.1 comply with
 legislation

K outline how to comply with legislation:

- a) identify applicable legislation, for example:
 - federal legislation affecting, for example:
 - employment and immigration
 - taxes, e.g. goods and services
 - provincial legislation affecting, for example:
 - human rights
 - transportation
 - fire regulations
 - health and safety
 - employment practices
 - municipal legislation, for example:
 - parking
 - smoking
 - transportation
 - fire safety
 - signs
- b) locate legislation, e.g. library, government offices
- c) review applicable legislation
- d) apply legislation to operation
- e) ensure enforcement of legislation, e.g. use appropriate authorities
- f) keep up-to-date on changes in legislation

P comply with legislation as outlined

**D.
OPERATIONS
MANAGEMENT**

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.2 follow policy and procedures

K describe how to follow policy and procedures:

- a) locate information about:
 - organizational structure
 - areas of responsibility
 - existing policies and procedures
- b) review and clarify information:
 - read manuals and memorandums about policies and procedures
 - discuss with sponsoring organization
 - communicate with other supervisors

P follow policy and procedures as outlined

2.3 assist with policy development

K describe how to assist with policy development:

- a) evaluate effectiveness of operations
- b) identify areas requiring new policies or changes to existing policies, e.g. environmental concerns
- c) suggest new or revised policies to sponsoring organization
- d) communicate new policies and revisions to staff

P assist with policy development as outlined

D. OPERATIONS MANAGEMENT

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.4 ensure day-to-day
operation of facility

K outline how to ensure day-to-day operation
of facility:

- a) ensure duties on checklists are completed, for example:
 - opening duties, for example:
 - signs are set up
 - lights turned on
 - doors unlocked
 - closing duties, for example:
 - cash out
 - phone recording switched on
 - temperature adjusted
 - other daily duties, for example:
 - displays stocked and tidied
 - washroom supplies replenished
 - notice boards updated
 - inventory checked
- b) oversee quality of service provided to visitors
- c) monitor staff performance
- d) complete paperwork and administrative tasks, e.g. process visitor statistics
- e) maintain security
- f) communicate with sponsoring organization, as necessary

P ensure day-to-day operation of facility as
outlined

D.
OPERATIONS
MANAGEMENT

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.5 maintain security

K

outline how to maintain security:

- a) train staff in emergency and security procedures, e.g. location of emergency exits, operation of emergency equipment, handling of threatening situations
- b) post in prominent locations for quick reference:
 - emergency phone numbers, e.g. police, fire, ambulance
 - emergency procedures
- c) ensure emergency and security equipment are operational
- d) ensure procedures are followed for handling cash on site, e.g. use of safe, cash deposited or picked up regularly
- e) secure retail stock displays, e.g. place expensive items under counter
- f) consider security when scheduling staff
- g) use available resources, e.g. police department

P

maintain security as outlined

2.6 maintain records

K

describe how to maintain records:

- a) identify information that needs to be documented, for example:
 - staff development and training
 - time sheets
 - visitor statistics
 - maintenance work
 - security concerns
 - accident reports
- b) record information accurately

D.
OPERATIONS
MANAGEMENT

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.6 cont'd

- c) keep records up-to-date
- d) set up filing system to keep records accessible
- e) file records upon completion
- f) remove outdated information from files

P maintain records as outlined

2.7 process visitor statistics

K describe how to process visitor statistics:

- a) observe staff to ensure statistics are recorded as directed by sponsoring organization
- b) verify completion and accuracy of statistical calculations
- c) analyze statistics as directed by sponsoring organization, for example:
 - calculate percentage of increase or decrease in visitor attendance
 - note visitor trends, for example:
 - origin
 - destination
 - needs
 - interests
- d) write report on statistics, including:
 - calculations
 - analysis
 - recommendations, e.g. resource allocation
- e) send report to sponsoring organization
- f) check with sponsoring organization regarding changes to statistical requirements

P process visitor statistics as outlined

D.
OPERATIONS
MANAGEMENT

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.8 communicate with
sponsoring organization

K

outline how to communicate with
sponsoring organization:

- a) establish reporting procedures:
 - identify type of information required by sponsoring organization, e.g. inventory, visitor statistics, expenditures, revenue reports
 - determine when information is required
 - provide information, as necessary
- b) use appropriate method of communication to provide or seek information, e.g. when information is required immediately use telephone or facsimile
- c) share information to keep sponsoring organization current about operation and to seek advice, e.g. achievements, issues, recommendations, problems
- d) seek approval of programs and activities
- e) invite feedback and discussion
- f) follow up on directives from sponsoring organization

P

communicate with sponsoring organization as outlined

2.9 control inventory

K

describe how to control inventory:

- a) maintain inventory:
 - count stock on hand on regular basis
 - delete old or obsolete stock, if required

D.
OPERATIONS
MANAGEMENT

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.9 cont'd

- keep track of breakage or deterioration
- keep stock room tidy
- b) determine inventory items and quantity required, by considering:
 - current inventory
 - demand
 - availability
 - minimum or maximum quantity required
 - shipping time from suppliers
 - available storage space
 - quality of item
 - budget guidelines
 - wholesale and retail price
- c) order items following proper procedures, e.g. frequency, documentation, payment
- d) ensure storage space is ready
- e) receive items:
 - check invoice against items received
 - check for back orders
 - check for breakage or defects
- f) complete required documentation, e.g. sign invoice
- g) store items
- h) up date inventory records

P control inventory as outlined

D.
OPERATIONS
MANAGEMENT

2.10 oversee cash out

K outline how to oversee cash out:

- a) ensure staff:
 - obtain ring out
 - return float, if applicable
 - total sales
 - separate cash from non-cash sales, e.g. cheques

SKILL 2: CARRY OUT ADMINISTRATIVE DUTIES

2.10 cont'd

- record and total non-cash sales
- subtract non-cash sales from total sales to get total cash deposit
- prepare deposit:
 - place all bills and coins of same denominations together
 - arrange bills in one direction, e.g. all heads facing same way
 - list number of bills for each denomination
 - list amount of coin
- b) verify deposit
- c) secure deposit, e.g. place in safe, take to bank

P oversee cash out as outlined

2.11 handle employee's pay cheques/stubs

K outline how to handle employee's pay
cheques/stubs:

- a) ensure pay cheques/stubs are distributed to employees promptly on payday
- b) if staff member is not present to receive pay cheque:
 - ensure that it is stored in secure place, e.g. safe
 - release pay cheque to another individual only when authorized to do so by staff member
- c) report any discrepancies in staff's pay to sponsoring organization

P handle employee's pay cheques/stubs as outlined

D.
OPERATIONS
MANAGEMENT

▼ GLOSSARY

- employment equity program - a comprehensive planning process adapted by employer to:
- ▼ identify and eliminate discrimination in organization's policies and procedures
 - ▼ to remedy effects of past discrimination
 - ▼ ensure appropriate representation of designated groups throughout employer's workforce
- familiarization tour (fam tour) - tour organized to allow people to become familiar with facilities and attractions in region
- industry partners - anyone who provides products and services to public or facility
- sponsoring organization - body responsible for the existence and management of tourism/visitor information centres, e.g. chamber of commerce, provincial government, municipal government
- stock - merchandise or literature
- strategic planning - long range plan for organization which is shared with all members to provide common focus and direction for actions and short-range planning

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